

ANNUAL REPORT OF KIJANA CHAGUA MAISHA PROJECT 2015



Name of Partner Organization: Education for Better Living Organization (EBLI)

Project Title: Kijana Chagua Maisha Project (Youth choose life project)

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INTRODUCTION

In **2015**, EBLI implemented its planned activities based on our yearly proposal on which our project target group were **500** students from 10 secondary schools of Kangaye, Nundu, Nyasaka, Mtoni, Mhandu, Mahina, Igelegele, Mapango igogo and Bugarika situated at Ilemela and Nyamagana district in Mwanza region, Tanzania and **100** young mothers within the same districts. The projected number of indirect beneficiaries' participation in the 10 targeted schools is **10,000** based on the article disseminations and school competitions which involve the participation of all students among the targeted schools. The goal of the project is to contribute to decreased number of girls who drop out of school due to pregnancy and increase the number of young mothers that acquire employment/self employment by 2016.

We received **49,500** USD from tdhs which facilitated the implementation of Kijana Chagua Maisha activities (youth choose life project) and **1,960** USD as own contribution. This is equivalent to **3.59** USD per project participant.

THE SPECIFIC OBJECTIVES OF THESE ACTIVITIES INCLUDE:

- To support 500 youth to be better organized to actively know and demand their rights with special emphasis on the prevention of teen pregnancy and infringement of Sexual Reproductive Health & Rights (SRH&R) by 2015.
- To strengthen 500 young people with the necessary skills needed to choose and maintain a healthy lifestyle, avoiding casual sexual behaviour patterns which put them at risk of pregnancy and dropping out of school by 2015.
- To empower 100 young mothers with computer and job related skills and passion for entrepreneurship so as to reduce joblessness, dependency, and related social, psychological and financial problem by 2015.
- Equip 100 young mothers with the knowledge and tools for starting and running a successful group enterprise without outside dependency
- Enable 100 young mothers to attain economic emancipation and rise out of poverty through strategically planned income-generating activities
- Empower 100 young mothers to joyfully and confidently live a full and dignified life

1.0 IMPORTANT CHANGES IN THE CONTEXT

2015 was an election year for members of parliament and the president of the country. The competition was stiff and there was palpable apprehension surrounding the time before, during, and after the elections. We thank God the elections, contrary to what people believed, were conducted peacefully and a new president sworn in under the slogan "Hapa Kazi Tu" "here is work only". His excellence president John Pombe

Magufuri from CCM political party was elected the president of Tanzania for the next five years.

One of the major changes made by the new government is cancellation of school fees for primary and secondary students. This will be a big relief to parents and their children as universal and compulsory basic education becomes accessible to all.

1.1 IMPORTANT CHANGES WITHIN THE ORGANIZATION

We had an incident where thieves broke into our compound and stole 16 computers and one small generator belonging to Upendo Daima. They also stole one new big generator belonging to EBLI (funded by tdhs). The incident was reported to the local police though the police have not acted in any positive way.

In 2015 EBLI experienced an expansion in terms of the personnel as several individuals have joined our organization. In addition to Maryknoll Lay Missioner, **Michael Leen**, who heads the Young Mothers Entrepreneurship and Group Enterprise department and has been with EBLI since late April 2014, a few additional international members have become part of our team.

Tobias Peltenburg, a development worker with Interteam, joined EBLI in May 2015. He is from Switzerland and has a background in finance, economics and business. Tobias will be dividing his time between EBLI and another local NGO, WoteSawa, working primarily on finance and accounting systems and processes.

Originally from South Korea, **Songyi Yoo** is a volunteer from the Korean International Cooperation Agency (KOICA) and will be based in the computer department. Songyi has a background in youth leadership and is more than proficient in her computer skills.

Five Canadian interns from Western University did their three-month internship at EBLI in late May/early June 2015. Their assignment was two-fold: (1) assess the job market in Mwanza and provide recommendations for which business opportunities (self-employment) or forms of labor (employment) are most in need and the requisite skills EBLI should be imparting to best prepare young mothers for these opportunities, and (2) conduct frequent and ongoing follow-ups of young mothers currently in business and provide a report on the status of their business, life condition and gaps to help lift them out of poverty

To provide EBLI with a source of local income and to build bonds earlier with the young mothers studying computers, we have constructed a new computer center located at the main EBLI office. This has allowed staff and young mothers to interact earlier on, and EBLI benefits by receiving rent from Upendo Daima for use of this new computer facility. The seventh batch of young mothers moved into this new space towards the end of their studies, while the eighth batch is the first to call this new computer classroom home from the beginning of their curriculum.

LISTS OF ACTIVITIES

TABLE 1.1: INDICATES THE LIST OF ACTIVITIES.

PLANNED ACTIVITIES (PER LOGFRAME)	IMPLEMENTED ACTIVITIES	COMMENTS/REASONS FOR DEVIATIONS/ADJUSTMENTS
Result 1.1 Increased awareness and knowledge among youth on their fundamental rights and sexual reproductive health		
A 1.1: Conduct 10 trainings for 2 days each to approximately 500 students on the reproductive health rights, policies, and laws that facilitate adolescents' reproductive health development (500 form one students per year).	-We conducted ten (10) trainings on reproductive health rights, laws and policies that facilitate adolescent reproductive health development to form one student in all our ten targeted schools.	- 528 (F286, M242) students were exposed and became aware of the laws that facilitate adolescents reproductive health and the rights therein.
Result 2.1: young people able to choose and maintain a healthy life style, avoiding casual sexual behavior patterns which put them at risk of pregnancy and dropping out of school		
A: 2.1: conduct 10 BCP workshops for 2 days each to 500 students per year in 10 schools	- 5 BCP trainings were conducted covering 5 school(Mtoni, Nyasaka, Nundu, Kangaye and Bugarika secondary school). In these trainings a total of -251 (F139, M112) form one students were exposed to behavior change process.	Due to the prevailing political situation before, during and after elections we were unable to accomplish 5 trainings. Subsequently these trainings will be carried out early in 2016..
Result 2.2: young people taking up leadership positions in schools and in their clubs		

<p>A: 2.2: conduct 3 training on leadership and facilitation skills for two days per year (after every 3month we conduct one training) each to 30 kijana chagua maisha leaders and 20teachers/club patrons/matrons.</p>	<p>-we conducted 1training on leadership to 28 KCM leaders from 9 secondary school.</p> <p>-we conducted 2 democratic elections of Kijana Chagua Maisha Club leaders at Kangaye and Bugarika secondary school during BCP trainings.</p> <p>-8(F 5, M 3) KCM leaders were elected and assumed their position immediately.</p>	<p>-This activity was accomplished as per the plan. Only One school could not attend as they were sitting for an exam.</p>
<p>Result 2.3:effectiveness of clubs</p>		
<p>A:2.3: To conduct 1 monitoring visits of clubs per month for 10 schools in order to coordinate and supervise the clubs</p>	<p>We conducted 20 monitoring visits to 10 targeted schools.</p>	<p>-the school time table was very tight due to schools were late to enroll form one students.</p>
<p>Result 2.4: young people become aware of teen pregnancy, sexual reproductive health& rights</p>		
<p>A 2.4.To host 5 school competitions to showcase students talents and raise awareness on prevention of teen pregnancies 2 for 1st quarters and one competition each for remaining quarter.</p>	<p>2600 students drawn from 5 host schools and 5 visiting schools participated</p>	<p>-the students presented debates, songs, dance and fashion show all with the theme of prevention of teen pregnancy and reproductive health messages.</p>
<p>Result 2.5: informative and youth friendly articles from students</p> <p>Result 2.5:Improved writing skills and youth participation</p> <p>Result 2.5: Increased awareness and knowledge that leads to change of attitudes and sexual behaviours</p>		
<p>A 2.5: printing and dissemination of 200 articles to 10 schools per year to disseminate update information on sexuality and students also will be encouraged to write their own articles for circulation.</p>	<p>-130 articles were distributed to ten targeted secondary school such as Nyasaka, Mtoni, Kangaye, Nundu, Mhandu, Igelegele, Mapango, Igogo and Mahina secondary school.</p> <p>-368 (231F, 137M) students contributed and gained up to date information on the articles</p>	<p>- More girls than boys seem to respond to the articles by way of contributing either in answering the questions posted or writing their own articles.</p> <p>-14 articles were written by the students</p>

	disseminated.	
Result 3.1 Expose 100 young mothers to the project curriculum, with each beneficiary attaining increased knowledge regarding how to establish and run a successful group enterprise:		
A.3.1: Recruit and Conduct basic computer literacy lessons to 100 deserving young mothers :(introduction to computers, ms word, ms publisher, ms excel, Ms PowerPoint, ms access, and internet & email) for 4 months each intake.	-2 intakes of young mother's computer literacy were carried. -64 were recruited at the beginning of the year and 36 in the early June	85 out of 100 young mothers graduated computer literacy lessons.
Result 3.2 Establish 5 income-generating group enterprises that are self-reliant: MERGED TO ACTIVITY 3.3 SEE BELOW		
A.3.2: Conduct 6 Entrepreneurship and behavior change training for 300 young mothers for 3 days each	-We conducted entrepreneurship and behavior change training for 3 weeks.	5 out of 76 young mothers are self employed and 1 out of 76 young mothers were employed.
R.3:3: Elicit increased self-confidence within each young mother as a result of positive reinforcement and entrepreneurial training .		
A: 3.3: Group enterprise training for two weeks for 100 young mothers who have completed computer literacy and behavior change process trainings	- 74 out of 100 Young mothers were trained and successful completed group enterprise trainings.	2nd batch of young mothers were not serious since the beginning of the computer class to the business class that is why 35 out of 50 completed computer lessons and 28 out of 50 completed business class.
A.3.4: revolving fund to 100youngmothers who will have completed computer training ,BCP ,entrepreneurship and group enterprise	- 20 young mothers formed a loaning facility group(HISA)	The loaning has been delayed due to low business performance of the newly formed group. We need to be first convinced that whatever loans they are given will and can be paid back. Also we got some contribution from the Canadian interns who directly contributed to the group

DESCRIPTION OF ACTIVITIES FOR THE YEAR 2015

A: 1.1: CONDUCT 10 TRAININGS FOR 2 DAYS EACH TO 1,500 STUDENTS (500 STUDENTS PER YEAR) ON THE REPRODUCTIVE HEALTH RIGHTS, POLICIES AND LAWS THAT FACILITATE ADOLESCENT'S REPRODUCTIVE HEALTH DEVELOPMENT

In 2015, Legal Department conducted **10** trainings for **2** days each to **Form I** students on their reproductive health rights, policies and laws that facilitate adolescents' reproductive health development. These trainings were held with the 10 targeted secondary schools (Nundu, Kangaye, Nyasaka, Mtoni, Mhandu, Igelegele, Mapango Bugarika, Igogo and Mahina) of Ilemela and Nyamagana Districts in Mwanza Region. The workshop was facilitated by Rose Edward (staff), two young mothers Zabibu Issa and Mary Mdiu and Maruma, Rhoda.G and James Robi (interns). The trainings aimed to support 500 youth to be better organized to actively know and demand their rights with special emphasis on the prevention of teen pregnancy and infringement of Sexual Reproductive Health & Rights (SRH&R) by 2015.

LEGAL TRAININGS METHODOLOGY

Trainings targeted 500 students (10 schools, 50 students per school) who are members of Kijana Chagua Maisha Club (KCMC). Topics focused on policies and laws related to adolescents' SRH&R. Lecturing, plenary questions, focused group discussions and role play methods of facilitation were used during the trainings. During legal trainings the facilitator used participatory method of facilitation such as focused group discussions, role play, plenary and case study. The students were able to present their views on the topic discussed during the group work. During the role play the students were able to show their talents through the scene presented. The facilitator divides the students in four groups and distributes each group with one case study to identify the offences and exchange it with other groups.



Students in a group discussion

LEGAL TRAINING RESULTS

During the trainings, we were able to reach a total of **528 (F286, M242)** students. The following table shows the number of students per school.

TABLE 1.1 INDICATES THE NUMBER OF STUDENTS ATTENDING LEGAL TRAININGS PER SCHOOL

SCHOOLS	FEMALE	MALE	TOTAL
Mtoni secondary	26	31	57
Igogo secondary	28	22	50
Nyasaka secondary	29	27	56
Igelegele secondary	25	26	51
Kangaye secondary	26	26	52
Nundu secondary	25	27	52
Mahina secondary	32	22	54
Mhandu secondary	33	21	54
Bugarika secondary	29	22	51
Mapango secondary	31	20	51
GRAND TOTAL	284	244	528

Most of the students increased awareness and understanding on their sexual reproductive health and rights. For example Based on the data collected during monitoring, **50 out of 50** students interviewed understand and know their sexual reproductive health rights, **20** out of **50** students commented to be able to defend themselves and choose good friends ,**18** out of **50** students commented that they are able to protect their body against sexual harassment,**5** out of **50** students commented that they were able to demand their sexual reproductive health rights and report on the violation of the same,**3** out of **50** students comments to stop having forced sexual intercourse and **1** out of **50** students did not comment on anything.

Brenda Kelbino student from muhandu sec expressed that, she managed to protect her body against sexual harassments and gave valuable piece of advice to her fellow students on how to protect their body and be able to defend themselves when they are being forced to enter into love relationship.

Students became aware of the importance of checking and treating their reproductive health system regularly to prevent themselves from contacting sexual diseases that affect the reproductive health system such as STIs, HIV/AIDS and UTI. One of the students comments that: **“we were grateful to receive the information on sexual reproductive health because we become aware of our right to seek medical advice concerning our health regularly even though we do not have any symptoms of diseases. Therefore I am advising my fellow students to put emphasis on health issues through focusing on our daily behaviour that put our health at risky”.**

Students gained knowledge on their sexual reproductive health rights, challenges facing them not to use their sexual reproductive health rights and quality health services that

they deserve. During the group presentation students described negative peer groups, sexual desire, having sex below the age of the majority, poverty, bad traditional practices, lack of health services to youth, lack of understanding of sexual reproductive health and teen pregnancy are prevailing factors that deprive them to exercise their sexual reproductive health rights.



Students during role play in class

Most of the students increased awareness on sexual harassments and rape. During the role play and case study sessions the students discussed different case study which depict various events of sexual harassments and rape. This made them to realize the importance of protecting their body, and respecting everyone decision when it comes to love relationships.

A: 2.1 .CONDUCT 10 BCP WORKSHOPS FOR 2 DAYS EACH TO 500 STUDENTS PER YEAR.

In 2015, Behavior Change Process (BCP) Department conducted **5** BCP trainings for **2** days to **Form I** students who are members of KCMC??? at Nundu, Mahina, Igelegele, Nyasaka, Bugarika, Mapango Mhandu, Igogo, Kangaye and Mtoni secondary schools. The workshops were facilitated by two part time facilitators on attachment from SAUT university legal department. Due to the political situation before, during and after the general elections, we were unable to conduct 5 BCP trainings and have been scheduled to be conducted in the first quarter of 2016.

BCP TRAINING METHODOLOGY

BCP involves youth to participate fully in **3** stages of learning through focused group discussions, storytelling, and role play:

1. Know and accept the present reality (behavior)
2. Choose and commit self to a possible new behavior
3. Act!

251 (F137, M114) student were reached. Students were very active in contributing and discussing various issues according to the instructions given by the facilitator. For example: during brainstorming sessions students mentioned HIV as the most deadly disease all over the world. The students showed a fairly good understanding of factual information on HIV/Aids and its consequences at a personal level and societal level.

Table 2.1.1: indicates the attendance per school

SCHOOL NAME	FEMALE	MALE
Nyasaka sec	30	20
Mtoni sec	28	22
Nundu sec	29	22
Kangaye sec	25	25
Bugarika sec	25	25
Total	137	114

During the trainings, club leaders for Kijana Chagua Maisha were elected afresh. Each of the clubs now has a chairman, vice chairperson, secretary and vice secretary for each school.

During the trainings, we conducted pre-test and post-test survey on teen pregnancy and sex to measure the students understanding on the occurrence of teen pregnancy and the student's capacity on understanding the term sex (safe and unsafe sex).

During monitoring visits, the students data shows that most of the students changed their behaviours, and most of them choose to avoid casual sexual behaviour patterns which put them at risk of pregnancy and dropping out of school .For example **23 out of 50** stopped engaging in sexual activities, **18 out of 50** students continue doing protected/safe sex, **9 out of 50** student abstained from sex. The following are the student's testimony on change of behaviours:

"I am in a relationship, my girl friend and I, we are using condoms during sex and we go for medical checkup often". Student from Kangaye sec.

"I practice safe sex by using appropriate methods that can prevent me from sexual diseases and early pregnancies." Student from Mhandu sec

A: 2.2 To conduct 1 training on leadership and facilitation skills for two days per year (after every 3month we conduct one training) each to 30 Kijana Chagua Maisha leaders and 20 teachers/club patrons/

Every year, EBLI through its Kijana Chagua Maisha club, receives new members in form one in all the ten targeted schools. These members are exposed to BCP and Legal education. The culmination of these training is an election of club leaders. Once the leaders are democratically elected, they come together for a two day leadership and facilitation skills training.

This year the training took place at EBLI premises and was attended by **28** club leaders from 9 schools. One school could not attend as they were sitting for an exam. our aim is to empower the young leaders keep the fire burning in the schools and make the KCM a positive peer pressure club where members are nurtured to develop into responsible young adults.

The workshop was enthusiastically welcomed by the participants and valuable information, discussions and suggestions were made. Leadership was defined, responsibilities and qualities of an effective leader were identified, roles of a KCM leader was pointed out and styles of leadership were explored.

LEADERSHIP TRAINING RESULTS

The post workshop evaluation indicated that **80%** of the participants gained knowledge and skills on leadership and facilitation while **20%** pointed out that EBLI needs to do more in terms of follow ups, monitoring and general strengthening of the KCM clubs.

A: 2.3: TO CONDUCT 1 MONITORING VISITS OF CLUBS PER MONTH FOR 10 SCHOOLS IN ORDER TO COORDINATE AND SUPERVISE THE CLUBS:

In November and the beginning of December 2015 we conducted 20 monitoring visits to 10 targeted schools of Kangaye, Igogo, Nundu, Mtoni, Igelegele, Mhandu, Mapango, Bugarika, Nyasaka and Mahina secondary school with the purpose of reducing pregnancy rate among secondary schools going girls so that they can successfully complete their education through building their capacities on behaviour change process, laws and policies that facilitate adolescents reproductive health rights and information.

This monitoring report describes the summary of achievements, challenges and lessoned learned of implementation of Kijana Chagua Maisha project for the period of 12months. The project intervention started from January 2015 to December 2015 in 10 secondary schools in Ilemela and Nyamagana district of Mwanza region targeting school going youth and out of school going youth (young mother).

MONITORING FINDINGS

According to the data collected during monitoring, we found out that there is the decrease number of pregnancy cases compared to the previous years. For instance **14** pregnancy cases were reported this year out of **27** drop out cases to all targeted schools while **18** pregnancy cases out of **40** dropout cases were reported during the year **2014**.

According to the teacher's data from the 10 targeted schools, in **4** targeted schools of Mahina, Igelegele, igogo and Nyasaka secondary school there were no pregnancy cases reported from the **FORM IV** class who completed their study **November 2015** while **3** targeted schools of Igelegele, Kangaye, and Mahina there were no pregnancy cases reported from **FORM IV** who completed their study **November 2014**. The following table shows the comparison of the total dropout rate and pregnancy cases in this year **2014** and **2015**.

Basing on the data collected during monitoring, it shows that there is the increased number of girls who successfully completed their studies in **2015**. For example the data show that all girls from Mahina, Igelegele, Igogo, mhandu and kangaye secondary schools succeeded to complete their studies. Not only that but also in mapango secondary school girls enrolled were **80** among them **79** completed their studies successfully, the same as in Bugarika where **62** girls were enrolled and **60** girls were successfully completed their studies followed by nundu on which **105** girls enrolled and **100** girls completed their.

A:2.4: HOST 5 SCHOOL COMPETITIONS TO SHOWCASE STUDENTS' TALENTS AND RAISE AWARENESS ON PREVENTION OF TEEN PREGNANCIES 2 FOR 1ST QUARTER AND ONE COMPETITION EACH FOR REMAINING THE QUARTERS.

5 interschool competitions were carried out on various dates. The inter school competition were facilitated by Mr. James Rhobi (intern) and Miss Rhoda Maruma (intern) together with Miss Zabibu Issa (young mother). The school competitions involved different activities such as debate, drama, comedy, songs and poem dancing, talent shows, and sports (netball and football).



DEBATE BETWEEN KANGAYE AND MAHINA SECONDARY SCHOOL

The debate theme was; *utandawazi unachangia maadili ya vijana kuporomoka*. That meaning globalization contributes in deteriorating morals among youth.

The competing schools are fully involved in the preparation and presentations of the various items to be shown. Apart from the members of Kijana Chagua Maisha club who participated in various activities, all students from the host school were allowed to attend the competitions unlike the other competing school on which only 100 students were transported.

COMPETITION RESULTS

During school competition we reached **approximately 2,600 students** who participated in the schools competitions in which the guest schools were **500** (a hundred from each school) members of Kijana Chagua Maisha. In the host schools the number of students varied in accordance with the number of students at the school.

The table 1.0 indicates the number of students attended the competition.

Name of school	Number of students
Igogo	100
Igelegele	380
Mapango	100
Nundu	400
Mahina	100
Kangaye	400
Nyasaka	400
Mtoni	100
Mhandu	420
Bugarika	100
TOTAL	2600

- Students gained knowledge on causes and effects of sexual patterns among students
- Students were able to show and improve their talents and designs this is through talent shows, dancing groups, singing groups and most of all in sports.
- Through argumentations, students from competing teams gained self-confidence and the art of public speaking.

A: 2.5 Printing and dissemination of 200 articles to ten (10) schools per year to disseminate update information on sexuality and students also will be encouraged to write their own articles for circulation:

130 articles out of **240** articles were printed and distributed to 10 targeted schools of Nundu, Kangaye, Nyasaka, Mapango, Igogo, Mtoni, Mhandu, Mahina, Igelegele and Bugarika secondary schools. The nature of the articles distributed was on the case study (stories) which covers the challenges faced by the students/youth during their adolescent stage. Some of the stories were about sexual harassment, rape, gender violence, conflict resolution management skills, stress management and the art of decision making. **1747**

students responded to the articles written through answering the questions asked, or comments on the article written.

During monitoring, we found out that **14** articles were written by the students from the 10 targeted schools. Most of the student's articles were based on Sexual harassment, Sexual reproductive health, prevention of sexual diseases and avoiding unprotected sex, early pregnancy, and Position of a woman in the society

50 out of 50 students responded that article dissemination in schools help them to change their behaviours. The following are the student's comments on article dissemination in schools;

METHODOLOGY

The articles were disseminated to students by putting them on the bulletin boards which we mounted in every school. The method used is participatory in nature where by students were encouraged to read and attempt few questions asked at the end of the story in the article. Afterwards we collected the student's opinions, processed them and subsequently display them for wider readership.

RESULTS

Students who answered the articles were able to identify the unwanted practices and attitudes that are detrimental to the reproductive health of adolescents. Additionally there was evidence of increased awareness depicted by the way the students answered the questions posed at the end of each article.

A: 3.1 Recruit and Conduct basic computer literacy lessons to 100 deserving young mothers :(introduction to computers, ms word, ms publisher, ms excel, Ms PowerPoint, ms access, and internet & email) for 4 months each intake. In 2015,

In January of 2015, the Executive Director, Bernard Makachia, and Head of Young Mothers Entrepreneurship and Group Enterprise Department, Michael Leen, visited 20 wards around the city of Mwanza to recruit the first intake of young mothers for 2015. During each visit, they met with the Ward Executive Officer who distributed flyers promoting the EBLI computer and business lessons to each neighbourhood chairperson within the ward. Additional flyers were distributed to the Archdiocese of Mwanza, which resulted in announcements being made at Roman Catholic parishes across the city.

All interested young mothers were asked to visit the offices of EBLI for an in-person interview and to provide the following documents:

- Reference letter from the street chairperson
- Clinic card of the child

- Commitment letter from the guardian/parent
- Two passport size
- Completed EBLI recruitment form (research questionnaire)

Overflow young mothers discovered during this initial recruitment activity were contacted to join the second intake of 2015, plus a few wards were visited to round-out recruitment for the year.

3.1.2 TRAINING RESULTS

- For the first intake (Batch 7, January 2015), 64 young mothers were enrolled in computer literacy to learn introduction to computers, Microsoft Word, Publisher, Excel, PowerPoint, Access, as well as Internet, email and typing speed. For academic performance of this batch, see section 3.3.2.
- For the second intake (Batch 8, May 2015), 36 young mothers were enrolled in computer literacy to learn the aforementioned subjects. Their graduation has just taken place in the 4th quarter.

YOUNG MOTHERS GRADUATION

On the 13th June (Batch 7 / 46 young mothers) and 16th October (Batch 8 / 28 young mothers) the graduation ceremonies were held celebrating the achievements of young mothers in computer literacy and business skills trainings.



A: 3.2: CONDUCT 2 ENTREPRENEURSHIP AND BEHAVIOR CHANGE PROCESS TRAININGS FOR 100 YOUNG MOTHERS FOR 3 DAYS EACH.

With the establishment of the Young Mothers Entrepreneurship and Group Enterprise Department headed by Maryknoll Lay Missioner, Michael Leen, Activity #3.2 has been merged with Activity #3.3. **Read more below.**

A: 3.3: GROUP ENTERPRISE TRAINING FOR TWO WEEKS FOR 100 YOUNG MOTHERS WHO HAVE COMPLETED COMPUTER LITERACY AND BEHAVIOR CHANGE PROCESS TRAININGS.

3.3.1 METHODOLOGY

Following the completion of computer literacy training, young mothers enter into a three-week (expanded from just two weeks) business-training curriculum following a one-day seminar on Behavior Change Process (BCP). Over the course of the three weeks, young mothers write group enterprise business plans and, in the end, each young mother takes an individual two-hour business exam that evaluates her comprehensive understanding of the course material. Peer facilitators (past young mothers) were invited to help facilitate both the BCP and business seminars, which not only gives them facilitation experience, but also adds authenticity and relevance with our audience of young mothers. Additionally, for those not suited for entrepreneurship, a small sub-group of the young mothers was taught how to prepare a cover letter and curriculum vitae (C.V.) in order to help them gain employment in lieu of starting their own business.

3.3.2 TRAINING RESULTS

In 2015, **76** young mothers (1st Batch: 48 / 2nd Batch: 28) completed computer literacy training and **74** young mothers (1st Batch: 46 / 2nd Batch: 28) successfully completed business skills training. Across batches (which were the 7th and 8th batches respectively since program inception), the business plans and constitutions for nine separate group enterprises were written: restaurant (four), tailoring (two), soap and fabric making, event decorating, and rug and tablemat making. Each group enterprise agreed on the path they would follow to raise the capital to start their businesses (e.g. weekly group savings, small income-generating activities, borrowing from friends and family, joining a saving and loaning group known as Hisa) and also aligned on a weekly group-meeting schedule. Additionally, recognizing that not all are suitable for or interested in self-employment, two additional groups (one per batch) were formed consisting of those young mothers who only wish to gain employment, primarily in the secretarial or administrative sectors. In lieu of writing a business plan, each member of this latter group drafted a cover letter to potential employers and also prepared a C.V.

It should be noted that the final grade (“cumulative weighted average”) is computed using a weighted percentage: computer lessons account for 60% of the grade and business lessons the remaining 40%. This weighting is reflective of how much time each young

mother spends learning computer versus business skills. The first table below reflects the grades of the first batch of 2015, while the second table reflects the grades of the second batch of 2015.

In addition to business skills training, EBLI continued with its new revolving fund initiative (saving and loaning group) known as Hisa, which is meant to further empower young mothers to escape poverty in order to advance personal and community development. It also provides an opportunity to deposit money into group savings and borrow at a fair interest rate. In 2015, EBLI initiated a pilot Hisa group that met weekly at the offices of EBLI. After six months, the group was closed and money divided among the members as interest waned due to several of the young women moving, becoming married or pregnant with a second child. Aside from this pilot group, each of the two batches of young mothers in 2015 formed their own Hisa groups. The first batch also met weekly for six months before dividing up all of the money. A handful of these members decided they would like to continue so a second round of Hisa is being initiated in January 2016. The second batch of young mothers formed yet a third Hisa group, but attendance was very weak so after nine weeks those remaining decided to close the group and enter into a group with the first batch of young mothers who are beginning anew in January 2016.

5.0 PARTNER PLATFORM MEETINGS/TRAININGS/WORKSHOPS ATTENDED

EBLI attended a joint two-day partner platform meeting 23 – 24 March 2015 at Midland Hotel in Mwanza. This meeting was conducted with the terre des hommes schweiz national office (Nyambajo and Hamis) and brought together seven partner organizations, including: EBLI, HUMULIZA, KIVIDEA, MUVIMAWAKA, NELICO, WADADA and WDVPO.

Each partner spoke briefly highlighting project updates in the first quarter of 2015. Michael Leen from EBLI highlighted a new saving and loaning initiative, known as Hisa, as an extension of the Young Mothers Entrepreneurship and Group Enterprise project.

Finally, the two-day partner platform concluded with another discussion of HAMASA ASSOCIATION – the joint consortium being established by each of the seven partner organizations. Specifically, the conversation focused on the concept paper, namely the goals, objectives, indicators and activities to be carried out this year. The group agreed to read the memorandum of understanding (MOU) and be ready to sign at the next partner platform meeting.

In the course of this annual year two major meetings/workshops were attended by the executive director. One was a Workshop on Psychosocial Support Organizations PSS SURVEY PRESENTATION REPORT at Monarch Hotel, Kirumba Mwanza on June 11, 2015. The Participants were from WoteSawa, COET, EBLI, NELICO, CHAWATA, Karibu Foundation, TECDEN, Agape, and Jipe Moyo.

The workshop was coordinated by INTERTEAM. The workshop presented a report on the survey they had earlier conducted on “added values” and “challenges” of a network with partner organizations of INTERTEAM working on “psychosocial support”. EBLI suggested that instead of creating a new PSS network as majority of the workshop participants were already members of the tdh Switzerland PSS network named as HAMASA.

The second workshop was a practitioners training on Solution Focused Approach conducted in Harare Zimbabwe by tdh. The participants came from four countries namely Zimbabwe, South Africa, Mozambique and Tanzania. This workshop enhanced our understanding of the SFA mindset and tools necessary for working with trainees. An assignment was given to all the participants to conduct before the second module scheduled sometime next year.



SFA Tanzanian participants

SUPERVISION/SUPPORT VISIT

In this annual report we had 2 donor visits from the National coordinator and the Finance administrator in keeping with tdh’s tradition of supporting its partners. In the meeting the discussions surrounded issues of reportage and feedback, verification of financial documents and field reports and challenges facing the organization generally.

PROGRESS TOWARDS RESULTS AND OBJECTIVES OF THE YEAR 2015

TABLE 3.0: INDICATES THE PROGRESS TOWARDS RESULTS AND OBJECTIVES.

OBJECTIVE	INDICATOR	PROGRESS TOWARD OBJECTIVE	PROGRESS OF INDICATORS
Overall goal: To contribute to decreased number of girls who drop out of school due to pregnancy and increase the number of young mothers that acquire employment/self employment by 2015 .	-Reduced rate of school dropout due to pregnancies and the number of Young mothers able to provide for their daily livelihood through self-employment or initial employment.	-we successfully increase the rate of school girls who complete their study without dropping out of school due to pregnancy.	- We reduced the rate of school dropout due to pregnancy. During monitoring, we found out that 14 out of 27 dropout cases reported were pregnancy cases compared to the last year on which 18 pregnancy cases were reported out of 40 drop out cases.
SO 1: To support 1,500 youth to be better organized to actively know and demand their rights with special emphasis on the prevention of teen pregnancy and infringement of Sexual Reproductive Health & Rights (SRH&R)	-Number of students aware of their rights.	-Reached a total of 528 (F 286, M 242) understood and became aware of their child rights and sexual reproductive health rights.	- Based on the data collected during monitoring, 50 out 50 students interviewed comments to understand and know their rights.
	- Nature and number of cases of girls who demand their rights	20 out of 50 students commented to be able to defend themselves and choose good friends, 18 out of 50 students commented that they are able to protect their body against sexual harassment, 5 out of 50 students commented that they	-According to the monitoring data; there was 19 cases of girls who demanded their rights on which: - 6 out of 19 cases were rape cases, - 3 out of 19 cases were attempted rape, - 3 out of 19 cases were sexual

		<p>were able to demand their sexual reproductive health rights and report on the violation of the same,</p> <p>3 out of 50 students comments to stop having sex without the agreement of the other partner and 1 out of 50 students did not comment on anything. (data collected during monitoring visits)</p>	<p>harassment,</p> <p>2 out of 19 cases were gang rape,</p> <p>-2 out of 19cases were child abuse.</p> <p>1 out of 19 cases was forced marriage,</p> <p>-1 out of 19 cases was sexual violence and 1 out of 19 cases was child maintenance (data collected during monitoring visits)</p>
<p>SO 2: To strengthen 1,500 young people with the necessary skills needed to choose and maintain a healthy lifestyle, avoiding casual sexual behavior patterns which put them at risk of pregnancy and dropping out of school by 2015.</p>	<p>-Increased completion rate of girls.</p>	<p>- Igelegele and mahina secondary school we are 100% successfully on reducing dropout rate due to pregnancy and other cases because since last year there was no reported cases on dropout rate. In addition to that Igogo, Nyasaka and Bugarika secondary school we are 100% successfully on reducing the dropout rates in the year 2015 compared to the last year. (data collected during monitoring visits)</p>	<p>-- Basing on the data collected during monitoring, the data shows that there is the increased number of girls who successfully completed their studies in 2015. For example the data shows that all girls from Mahina, Igelegele, Igogo, mhandu and kangaye secondary schools succeeded to complete their studies.. (data collected during monitoring visits)</p>
	<p>- Percentage of students who change in sexual behavior patterns.</p>		<p>-Monitoring data revealed that; 23 out of 50 students discontinue engaging in sexual activities, 18 out of 50 students continue doing protected/safe sex, 9 out of 50 student abstained from sex.(data collected during monitoring visits)</p>

SO 3: To empower 100 young mothers with computer and job related skills and passion for entrepreneurship so as to reduce joblessness, dependency, and related social, psychological and financial problems 2015.	- Percentage of young mothers who complete computer training	- 76 out of 100 young mothers were empowered with computer skills while 74 out of 100 young mothers were empowered with business skills for employment /or self employment	Of those who responded to the survey, all young mothers enrolled in 2015 had an average pre-training income of TZS 5,000 per month, which increased to an average monthly income of TZS 104,167 after training.
	Number of Young mothers self-employed or are having jobs (long term)referred with business skills.	- 76 out of 100 young mothers were empowered with computer skills while 74 out of 100 young mothers were empowered with business skills for employment /or self employment	In the 7 th batch of young mothers, 100% of those surveyed were either employed (20%) or self-employed (80%) after training. Batch 8 follow-up survey is ongoing.
SO4 Equip young mothers with the knowledge and tools for starting and running a successful group enterprise without outside dependency.	-Percentage of attendance and completion of curriculum	As above	74% successfully completed computer literacy and business skills trainings
	Number of businesses initiated.	As above	80% of those surveyed initiated their own business
	Percentage of those whose economic level has improved.	As above	Of those who responded to the survey, all young mothers enrolled in 2015 had an average pre-training income of TZS 5,000 per month, which increased to an average monthly income of TZS 104,167 after training.
SO5 Enable young mothers to attain economic	Economic levels at household level	Of those who responded to the survey, all young mothers enrolled in 2015 had an average pre-training income of TZS 5,000	Many young mothers live in difficult home environments due to low economic status

<i>emancipation and rise out of poverty through strategically planned income-generating activities.</i>		per month, which increased to an average monthly income of TZS 104,167 after training.	
S06: Empower young mothers to joyfully and confidently live a full and dignified life	<i>Economic levels at household level</i>	In the 7 th batch of young mothers, 100% of those surveyed were either employed (20%) or self-employed (80%) after training. Batch 8 follow-up survey is ongoing.	<i>Many young mothers live in difficult home environments due to low economic status</i>
S07- To mentor and build the capacity of Wadada organization for effective project Implementation	<i>Ability and capacity to independently manage their project</i>	Wadada visited on a monthly basis for mentorship	An independent board put in place with regular meetings. Internal controls for the financial systems put in place
	<i>increased understanding and acquisition of skills to run an organization technically and financially</i>	As per above	Financial and project management workshops offered to the staff
	<i>number of capacity building trainings conducted</i>	Workshops organized to fit the capacity needs of wadada	Five capacity building trainings conducted in the area of financial management, monitoring and evaluation, proposal writing and report writing
RESULTS	INDICATORS	PROGRESS TOWARDS RESULTS	PROGRESS TOWARDS INDICATORS
RESULT 1.1: Increased awareness and knowledge among	<i>-Number of students attending the training and are aware of their rights.</i>	<i>-100% of youth trained increased their awareness and knowledge on their fundamental rights and sexual reproductive health.</i>	<i>- 528 (F 286, M 242) understood and became aware of their child rights and sexual reproductive health rights.</i>

youth on their fundamental rights and sexual reproductive health	-Nature and number of cases of girls who demand their rights.	- 31 students out of 50 student's comments there was the vast increase of awareness and knowledge on sexual reproductive health among themselves, 14 students out of 50 students comments to have an average increase of awareness and knowledge on sexual reproductive health among themselves, 3 students comments to have a low increase on the same and the 2 students did not comment. (Data collected during monitoring)	-According to the monitoring data; there was 19 cases of girls who demanded their rights on which: - 6 out of 19 cases were rape cases, - 3 out of 19 cases were attempted rape, - 3 out of 19 cases were sexual harassment, 2 out of 19 cases were gang rape, - 2 out of 19 cases were child abuse. 1 out of 19 cases was forced marriage, - 1 out of 19 cases was sexual violence and 1 out of 19 cases was child maintenance
RESULT 2.1 Young people able to choose and maintain a healthy lifestyle, avoiding casual sexual behavior patterns which put them at risk of pregnancy and dropping out of school	-Reduced sexual activity and/or safe sexual practices among the students. -Statistical reduction of sexually transmitted infections.	-According to the teacher's data, 10 out of 10 teachers observed the change of sexual behaviors among the students and they commented that this was contributed by the EBLI activities in schools such as trainings; article distributed, and school competitions. For example 4 out of 10 teachers commented that the trainings helped the students to know and understand sexual matters hence lead to the positive attitudes and decision hence change in behaviours. 3 out of 10 teachers commented club are a catalyst for the change of behaviour and 1 out of 10 teachers believe articles distributed contributed to the same	-Monitoring data revealed that 32 out of 50 students discontinue engaging in sexual activities. 100% successfully contributed to the reduction of sexually transmitted infections. This is observed during the BCP trainings on pre test survey on which 35(F4, M31) students practiced sex with more than one partner. (i.e they may contract STIs during the act) . During monitoring visits we found out that 32 out of 50 students abstained from sex and 18 out of 50 students practice safe sex. (i.e 50 students(32 abstain from sex and 18 practise safe sex) they

			are free from STIs .
	-number of students who practice safe sex/abstain from sex.		- 18 out of 50 students continue doing protected/safe sex, 32 out of 50 student abstained from sex
RESULT 2.2 Young people taking up leadership positions in schools and in their clubs.	-Number of students taking up leadership positions.	-Some of the leaders of Kijana Chagua Maisha Club were from Form IV ; hence we need to elect new leaders from the schools with Form IV students leaving.	- 25 (F15, M10) students taking up leadership positions in schools and in their clubs.
RESULT 2.3: Effectiveness of the clubs	-number of club meetings conducted	-Increase number of club members. We totally have 712 club members from all the 10 targeted school members from form I to IV .	- 82 club meetings were conducted.-
RESULT 2.4: Young people become aware of teen pregnancy, sexual reproductive health and Rights	-number of students attended the competitions -students participation in various activities (role play, dialogue, debate, poems, talent shows & football)	- 50 out of 50 students comments to become aware of teen pregnancy, sexual reproductive health and rights.(data collected during monitoring visits)	- 2,600 students attended the competitions. 17 out of 50 students participate on role play, 2 out of 50 participate on dialogue, 1 out of 50 participate on debate, 6 out of 50 students participate on poems writing and presenting, 10 out of 50 students participate on talent shows(drama,

			music fashion shows) and 3 out of 50 participate on football match competitions and 11 out of 50 students they did not comment to participate on anything(data collected during monitoring visits)
RESULT 2.5: informative and youth friendly articles from students	Number and nature of articles written by the students.	- Some students' comments that Article writing inspires them to write articles.	- 50 out of 50 students responded that article dissemination in schools help them to change their behaviors.
RESULT 2.5 Improved writing skills and youth participation	-number and nature of articles written by the students.	- 14 students improved their Writing skills.	- 14 articles were written by the students from the 10 targeted schools of Nundu, Kangaye, Nyasaka, Mapango, Igogo, Mtoni, Mhandu, Mahina, Igelegele and Bugarika secondary schools. Most of the student's articles were based on Sexual harassment, Sexual reproductive health, prevention of sexual diseases and avoiding unprotected sex, early pregnancy, and Position of a woman in a society
RESULT 2.5: Increased awareness and knowledge that leads to change of attitudes and sexual behaviour.	-number of students Who practice safe sex/abstain from sex.	-most of the students comments that article writing and dissemination increased their awareness and knowledge that leads to a change of attitudes and sexual behaviour.	- 18 out 50 students practice safe sex. - 32 out 50 students abstain from sex

<p>RESULT 3.1</p> <p>Expose 100 young mothers to the project curriculum, with each beneficiary attaining increased knowledge regarding how to establish and run a successful group.</p>	<p>. Percentage in attendance and completion of the curriculum</p>	<p>- Of those who responded to the survey, all young mothers enrolled in 2015 had an average pre-training income of TZS 5,000 per month, which increased to an average monthly income of TZS 104,167 after training.</p>	<p>- Of those who responded to the survey in the 7th batch of young mothers, 100% were either employed (20%) or self-employed (80%) after training. Batch 8 follow-up survey is ongoing.</p>
<p>RESULT 3.2</p> <p>Establish 5 income-generating group enterprises that are self-reliant</p>	<p>Number and quality of group businesses initiated</p>	<p>-No income generating group enterprise that are self-reliant</p>	<p>- Business plans and constitutions for nine separate group enterprises were written: restaurant (four), tailoring (two), soap and fabric making, event decorating, and rug and tablemat making. Each group enterprise agreed on the path they would follow to raise the capital to start their businesses (e.g. weekly group savings, small income-generating activities, borrowing from friends and family, joining a saving and loaning group known as Hisa) and also aligned on a weekly group-meeting schedule.</p>
<p>RESULT 3.3: Elicit increased self-confidence within each young mother as a result of positive</p>	<p>Number of young mothers whose Confidence in conducting business increased</p>	<p>Prior to training, 80% of young mothers reported their level of self confidence to be good or very good. After training 100% said it is good or very good.</p>	<p>Prior to training, 80% of young mothers reported their level of self confidence to be good or very good. After training 100% said it is good or very good</p>

<i>reinforcement and entrepreneurial training</i>			
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ANALYSIS AND ASSESSMENT OF THE PROJECT PROGRESS, LESSONS LEARNED AND CHALLENGES/POTENTIAL NEED FOR ADJUSTMENTS

PROJECT PROGRESS/HIGHLIGHTS IN NUMBERS

- **528 (F 284; M 244)** students attended trainings in laws and policies that facilitate adolescents' reproductive health development.
- **251 (F137, M114)** students attended BCP trainings.
- **10 out of 10** teachers observed the change of sexual behaviors among the students and they commented this was contributed by the EBLI activities in schools such as trainings; articles distributed, and school competitions.
- **100%** of girls enrolled, successfully completed their studies without dropping out of school due to pregnancy in five schools of Mahina, Igelegele, Igogo, mhandu and kangaye secondary school. Whereas Mapango secondary school girls enrolled were **80** among them **79** completed their studies successfully, Bugarika where **62** girls were enrolled and **60** girls were successfully completed their studies followed by Nundu on which **105** girls enrolled and **100** girls completed their studies.
- We contributed to the decrease number of girls who drop out of school due to pregnancy for example according to the data collected during monitoring visits **14** pregnancy cases out of **27** drop out cases were reported in **2015** compared to **18** pregnancy cases out of **40** drop out cases **2014**.
- We contributed to the reduction of drop out cases in schools for example **27** out of **1,755** students drop out case reported **2015** compared to **40** dropout cases out of **6,261** students reported in **2014**.
- **32** out of **50** students abstained from sex
- **18** out of **50** students practice safe sex
- **100%** successfully contributed to the reduction of sexually transmitted infections
- We reached **approximately 2600 students** who participated in the schools competitions in which the guest schools were **500** (a hundred from each school) members of Kijana Chagua Maisha.
- **130** out of **240** articles were written and distributed to all 10 targeted schools.
- **14** articles were written by the students from all the targeted schools.
- **74** young mothers successfully completed both computer literacy and business skills training and received their certificate during one of two graduation ceremonies held during the year.
- Business plans and constitutions for **9** separate group enterprises were written: restaurant (four), tailoring (two), soap and fabric making, event decorating, and rug and tablemat making.

- Of those who responded to the survey, all young mothers enrolled in 2015 had an average pre-training income of **TZS 5,000** per month, which increased to an average monthly income of **TZS 104,167** after training. In the 7th batch of young mothers, **100%** of those surveyed were either employed (**20%**) or self-employed (**80%**) after training. Batch 8 follow-up survey is ongoing.

CHALLENGES

- **5** BCP trainings were not conducted due to lack of personnel.
- **110** articles were not distributed due to lack of personnel.
- Revolving fund was not used because we received funds from private donors, so it was decided to hold revolving fund money until 2016.
- Lack of systematic follow-ups and mobile state (i.e. moving, marrying, etc.) of young mothers made it very hard to conduct follow-up surveys with all to know their employment status, monthly income, etc.
- Group enterprise initiations are quite difficult at the beginning as a few unmotivated individuals contribute to the demise of the entire group.

CRITICAL REFLECTIONS

- EBLI to focus on doing more by doing less and put much emphasis on what we are good at.
- EBLI will focus on networking with other organizations which we share the same vision/mission.
- EBLI desires to have more and younger people involved in the actual delivery of EBLI services (i.e. leading BCP trainings, co-facilitating entrepreneurship and group enterprise seminars, etc.)

LESSONS LEARNED

- EBLI school interventions contribute to the positive behaviours among the students.
- Young people are very mobile whatever economic empowerment seed we plant on them takes time to germinate.
- Most of the young mothers, they use the experience they gained from us as a bridge for economic emancipation.
- Most of the young mothers increased their confidence after the trainings.

TEACHERS TESTIMONY ON OBSERVING THE CHANGE OF BEHAVIOURS AMONG THE STUDENTS

“**EBLI** trainings support the change of behaviours for many students in our school, for example previously most of the students were bush runners in our school but theses trainings we do not have bush runners”. **By the patron teacher from mhandu sec.**

“ More than **50%** of the students who behaved badly are now changed due to the articles and seminars from EBLI .These have brought big changes together with making students understanding themselves”. **Patron bugarika**

INDIVIDUAL SUCCESS STORIES

I: FROM STUDENTS IN SCHOOLS.

I have a friend of mine called Sophia who was forced to have sex without her consent. But when she told me about her forced relationship, I helped her to report the matter because the natures of the acts are not accepted because she is under the age and she may contract STIs/AIDS. After some follow ups now she stopped being in that relationship and since then she is not forced to have sex without her consent. Catherine Paul kapesa, Mahina sec

II: FROM YOUNG MOTHERS GROUP ENTREPRISE.

Suzan Silas, Age 22

My name is Suzan Silas and I am 22 years old and I have a child named Charles who is five. I live with my parents, though my biological father left my mother when she was pregnant. My mother endured and she is caring for me until now although we have passed many life transitions together.

When I became pregnant in school my mom was very hurt because my life was very difficult and she wanted to see me succeed. Though I persisted I became pregnant in level Form II in secondary school at age 17 and cried because I saw my dreams ending. However, God gave me a chance and he knew what would come as I saw an EBLI flyer on a tree and I was so happy. I began to study computers and saw my life about to change and now my dreams are coming to fruition because of the many advantages received. Studying and learning entrepreneurship enabled me to open and manage my business and plan for expenses. Also, EBLI began for us a saving and loaning group called Hisa to help us care for money and expand our businesses and obtain loans and help each other in times of difficulty. I am self-employed and I began a small restaurant business and later opened a fruit and vegetable stand, and sell soda because of the EBLI partnership with Pepsi, and now I am opening a women's hair salon, which I am still building and I ask God to help me finish building and continue well economically.

My life is no longer bad like in the past but I should continue to exert myself because my journey continues. Of course I am passing through many challenges such as lacking funds as I am often taking care of my sick child.

I counsel other women passing through similar circumstances to not despair because gold is refined in the fire and they too one day will be like gold so they should not sit and be ashamed or forget that to fall is not the end of the journey – they should wake up and take the next step. Do not give up. Finally, I thank EBLI and its leadership – Bernard Makachia and Michael Leen – for giving me education and experience to develop my life and that of my family. Thank you all and may God bless and multiply those who come to EBLI.

LIST OF EBLI PUBLICATION/MATERIALS/BLOGS/WEBSITE/FACEBOOK/TWITTER.

1. WEBSITE: ebliorg.weebly.com
2. FACEBOOK: www.facebook.com/ebli.org
3. EBLI HUMAN RESOURCE POLICY
4. EBLI CHILD PROTECTION POLICY